FEMALE TEACHERS IN BOYS' SCHOOLS: ASSESSING FEMALE TEACHERS' PERFORMANCE WITH DUAL CAREER AND GENDER IMBALANCED SCHOOL ENVIRONMENT

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ABSTRACT

This study investigates the impact of dual career responsibilities and gender imbalance on the performance of female teachers in boys' schools. The descriptive study used quantitative research methods a random sampling method was employed to select 150 female teachers. Data were gathered through a structured online questionnaire. The regression analysis reveals significant negative influences on teacher performance, with gender imbalance showing the strongest effect (B = -0.306, p < .001), followed by work-life balance and school culture (B = -0.739, p < .01) and dual career responsibilities (B = -0.220, p < .001). The support systems variable was not statistically significant (B = -0.007, p = .125). These findings highlight the critical importance of institutional support for work-life balance and gender equity. This study underscores the need for policies that foster inclusive school environments and support the unique needs of female educators. The results offer insights for educational administrators aiming to create equitable, supportive workplaces that enhance teacher satisfaction, performance, and retention in gender-imbalanced settings.

Keywords: *Teacher, Gender, Professional, work-life balance.*

INTRODUCTION

The presence of female teachers in boys' schools is an increasing phenomenon within education systems worldwide, where the traditional gendered roles within teaching positions are gradually evolving (Crompton & Sanderson 2024). This shift challenges societal norms and questions long-standing assumptions regarding gender-specific roles in education. Historically, teaching in single-gender schools, especially boys' schools, has been predominantly occupied by men, particularly in secondary and higher education (Robinson, Hadley & Mitton, 2024).

Female teachers in boys' schools often encounter gender-imbalanced environments where they are among the minority, impact their professional experiences and performance. This imbalance can lead to feelings of isolation, perceived inadequacy, and a lack of peer support, which can, in turn, affect their teaching effectiveness and job satisfaction (Lassibille & Gomez, 2020). societal expectations of women as primary caregivers add further complexity to their professional roles, particularly when managing dual career demands at work and home (Masterson & Hoobler, 2015). The demands of fulfilling responsibilities at home, alongside professional obligations in a male dominated setting, may create unique pressures that influence

their career trajectories and overall performance (Epstein, 2022).

teaching in a gender-imbalanced setting affect female teachers' interactions with students, impacting both their instructional strategies and classroom management approaches. students' attitudes and responses towards female teachers in boys' schools can differ from their responses towards male teachers, potentially due to entrenched gender norms and stereotypes within the school culture (Blazar, 2018). These dynamics shape not only the learning environment but also influence the professional identity and pedagogical strategies of female teachers. Consequently, understanding how female teachers navigate these dynamics is crucial for developing supportive policies and fostering inclusive teaching environments (Dewsbury & Brame, 2019).

This study aims to explore and assess the performance of female teachers in boys' schools, focusing on their experiences within dual-career roles and gender-imbalanced environments. By examining these factors, this research seeks to contribute to the broader discourse on gender equity in educational spaces and highlight areas for policy intervention to support female educators in male-dominated contexts. The findings of this study will offer valuable insights into the complex interplay between gender, career, and performance, providing a basis for institutional strategies aimed at promoting a more inclusive and supportive environment for female teachers in boys' schools.

The objectives of this study are to explore the performance of female teachers with dual careers, focusing on how their professional and personal responsibilities intersect and influence their teaching outcomes. the study aims to identify the challenges and issues faced by these female teachers, particularly those balancing their career with family or other personal commitments. Another key objective is to investigate how female teachers perform in a gender-imbalanced school environment, specifically within boys' schools, and to understand the unique dynamics and barriers they encounter in such settings. Through these objectives, the study seeks to provide insights into the intersection of gender, career, and teaching performance in gender-diverse school environments.

Literature Review

Female teachers in gender-imbalanced settings, like boys' schools, often face challenges rooted in familiar patriarchal traditions and beliefs. Such settings reinforce a culture of masculine ideals, which presents natural but often invisible obstacles to female teachers (Mushibwe, 2014). Studies have indicated how traditional masculinity is not only normalized in schools that are male dominated but also that boys are molded into this culture of patriarchy. teachers who identify as female often find themselves cemented outside of these necessary support networks (Swain, 2005). Therefore, this could cause female teachers to feel isolated and not receive any help, thus bringing down their confidence and alienating them from their working environment. According to Gurian (2010) stereotypes can lead students especially at boys' schools to perceive their female teachers as less commanding or effective in regulating classroom behaviour. They over, these further pushes female teachers to overcompensate in how they present themselves to not only command their authority but also get that respect. Due to this continuous need to assert that they possess credibility, even more than their male colleagues, emotional stress can occur as female teachers try to align their professional identity with the gendered environment underpinning the culture of the school (Deng et al., 2018).

The problem is aggravated in classrooms, wherein male teachers tend to have an easier time achieving compliance through a simple shake of the wrist rather than pulling out the belt or severe yelling and threats that women had no option but to use (Jacobson & Gottman, 1998). Implicitly or explicitly, that could lead male students to challenge their authority of cultural stereotypes about gender and education. Classroom management becomes more difficult due to these biases, which can undermine the confidence and effectiveness of female teachers. To earn respect, female educators might be under pressure to change their approach to teaching and implement a more authoritative or aggressive style that goes against what they prefer. Eventually, these kinds of adaptations begin to stretch the professional identities of female teachers. gendered dynamics often comes at the cost of female teachers' enjoyment and effectiveness on the

job, as they must invest extra effort in not only dealing with their students but also managing colleagues' impressions in a male-dominated educational workplace (Acker & Feuerverger, 1996). In male-dominated schools, female teachers may also avoid reaching out for support or voicing their concerns that would have been raised by male counterparts believing doing so indicates weakness and an inability to cope with the responsibilities expected of them (Moreau, Osgood & Halsall, 2007). Such reluctance may hinder the career advancement opportunities available to female teachers, as they get excluded from mentorships and group work, which are often vital for professional growth. Thus, in boys' schools, gender imbalance is not only daily front-of-class business for female teachers but also career-affecting and soul-destroying (Evers, Livernois & Mancuso 2006).

Female teachers face gender imbalance among their colleagues, and balancing dual-career roles can exert specific pressures on women in boys' schools. Female teachers in these settings often juggle professional commitments alongside social norms around care work and homemaking (Atteh et al., 2020). Balancing the dual responsibilities of achieving higher professionalism at work has been known to result in stress, poor performance and a compromised work-life balance, along with adaptations to a male-centric school culture. These environments are still primarily male, and female teachers must sometimes engage in additional emotional labor to earn integrity and authority (Brohm, 2024).

Muasya (2015) identified that female teachers often combine with housewives in fulfilling domestic obligations as well as caregivers to children and aged parents, which also brings about role overload. That is when people have difficulty balancing different aspects of their lives, such as face wear and tear, both body and mind. In the case of female teachers in boys' schools (where they are more likely to be an outnumbered minority and thus expected to conform even more closely to cultural norms that may place a strong emphasis on male traits or expectations), then this role overload is reinforced at both emotional and performance levels as well. The combined pressure impact female's professional efficacy, resulting in lower job satisfaction and even intentions to leave the profession due to burnout (Boamah et al., 2022).

Calasanti & King (2007) point out that women in the profession may be torn between the demands of caregiving and household care tasks and professional duties. Role conflict occurs when the demands from one role make it challenging to meet the expectations of another role, leading to an ongoing clash between work and family roles. That pressure can be compounded in boys' schools where the school culture itself may subtly demand that female teachers lay down the law more firmly resulting in a heightened "second shift" of emotional labour as they attempt to establish themselves with students and with colleagues. Muindi (2014). studied work-life balance in dual-career households, confirming what has been said about the higher burnout of female teachers who live and practice in male domains. Burnout is typically defined as a state of emotional exhaustion accompanying depersonalization and diminished feelings of personal accomplishment (Maslach & Leiter 2016). which may arise when teachers cannot find adequate relief from their many roles. While some teachers can enjoy specific support from administration, staff, parents or students, the absence of fellow female educators' compounds pressure in settings where there is little or no culture for mentorship and professed alliance. That stress takes away from how engaged and effective they are in the classroom because it reduces the mental and emotional bandwidth available to them for their students (Taylor et al.,2016).

Hwang (2019) identified that institutional support, including but not limited to family-friendly policies and flexible scheduling practices, is essential in helping reduce this strain. include flexible scheduling to enable a better work-life balance for teachers who are parents, as well as family-friendly policies that support caregiving obligations. By alleviating strain and increasing satisfaction, these organizational supports augment professionalism and facilitate effective practice. Klassen & Chiu (2010) showed that female teachers are more positively engaged with their work and create a better working state, which is less stressful for both the teacher and the student when their institutions support them.

Gray & Leith (2004) examined the impact of gender stereotypes on teaching practices at boys' schools, though the issue is critical to understand given that gender and gender-role expectations may create biases toward female teachers, which in turn affects their comportment from a socio-psychological perspective. Cultural perceptions of gender may lead students in boys' schools to view female teachers as less authoritative or powerfully able to manage classrooms. These perceptions significantly influence female teachers' teaching methods and overall efficacy, as they are often forced to adapt their approaches to keep students engaged and maintain classroom control (Martin, 2006). Students with traditional views about gender roles, especially regarding authority, might resist female math or science teachers enter the idea of a male-dominated environment in ways that can make them appear less capable (Blazar, 2018). This could force female teachers to change their practices based on these stereotypes, which can subsequently shift the learning environment and impact student performance. This also means that, in boys' schools, authority has been conferred to a male character, whereas female teachers can object to it as not being able to control it (Martino,2008). These types of stereotypes leave female teachers struggling with having the same attention and respect that, for example, a male teacher would naturally be granted. This perception of gender might impact the overall classroom environment and the entire learning process for students as it can weaken a female teacher in terms of her dominance in making learning happen (Boamah et al., 2022). Pace &

Hemmings (2007) identified that female teachers may engage in more integrative and nurturing strategies to form relationships with students while resisting the association of authority as masculine only. In classrooms, female teachers reduce resistance by establishing a friendly and mutually respectful atmosphere and stimulating more classroom participation. Nevertheless, these adaptive strategies typically incur a cost to female teachers because they must juggle their professional work as well as confronting and changing students' biases about gender (Parker & Bickmore 2020).female teachers in boys' schools must work with emotional labor to deal with stereotypes. female teachers, who need to negotiate their authority in the classroom and how much relationality to build into their teaching engage in emotional labor (Martino, 2008).

Methods

The study utilized a quantitative research methodology. Random sampling method was employed to select a sample of 100 female teachers working in boys' schools. This approach ensured that every female teacher in the target population had an equal chance of being selected, minimizing bias in the sample. Data were collected through a structured online questionnaire, designed to assess teachers' performance, the challenges they encounter in balancing their professional and personal lives, and their experiences in a gender-imbalanced work setting. The online survey format was chosen for its efficiency, ease of distribution, and accessibility for the participants.

Results

Table 1: Demographic profile of the Respondents

Valid	Frequency	Percentage
Age		
Under 25	15	10%
25-34	45	30%
35-44	40	26.7%
45-54	30	20%
55 and above	20	13.3%
Education		
Bachelor's Degree	60	40%
Master's Degree	55	36.7%
Doctorate (Ph.D./Ed.D.)	20	13.3%
Other (Please specify)	15	10%

Experience

Less than 5 years	20	13.3%
5-10 years	50	33.3%
11-15 years	40	26.7%
16-20 years	30	20%
More than 20 years	10	6.7%

Table 1 showed the demographic profile of the female respondents. Most participants fall within the 25-34 age range, comprising 30%, followed by those aged 35-44 at 26.7%. The large proportion holds a bachelor's degree (40%), with 36.7% possessing a master's degree, and 13.3% holding a Doctorate or equivalent. Regarding teaching experience, most respondents have 5-10 years of experience (33.3%), followed by those with 11-15 years of experience (26.7%).

Table 2 : Percentage and frequency distribution Dual Career Responsibilities questions

Dual Career Responsibilities	SA	A	UD	D	SD
I find it challenging to balance my teaching responsibilities with my personal career goals.	40 (26.7%)	50 (33.3%)	30 (20%)	20 (13.3%)	10 (6.7%)
My dual career responsibilities significantly impact my performance as a teacher.	35 (23.3%)	45 (30%)	35 (23.3%)	25 (16.7%)	10 (6.7%)
Support from my school helps me manage my dual career effectively.	25 (16.7%)	40 (26.7%)	40 (26.7%)	30 (20%)	15 (10%)
often experience stress due to the demands of both my teaching role and my other career.	50 (33.3%)	45 (30%)	30 (20%)	15 (10%)	10 (6.7%)
My personal career achievements are acknowledged and valued by my school.	20 (13.3%)	30 (20%)	40 (26.7%)	40 (26.7%)	20 (13.3%)

Table 2 showed the Dual Career Responsibilities questions. In total, 60% of the respondents agree or strongly agree with the first statement: that they struggle to balance their teaching responsibilities and their personal career goals (26.7% strongly agree; 33.3% agree). Research into dual career effects on teaching performance produced similar results. 53.3% of respondents either strongly agree (23.3%) or agree (30%) that this has a significant effect on their performance. However, when considering assistance from their school, the highest percentage (43.4%) felt neutral or unsatisfied, with only 16.7% strongly agreeing that the school provides substantial help in managing two roles. Stress resulting from the demands of both career tracks was answered with agree or strongly agree by 63.3% of respondents. Concerning personal professional accomplishments recognized in school, a significant proportion (53.4%) experienced that their accomplishments were not recognized or appreciated by the school (26.7% agree; 26.7% disagree). The data, highlights a significant burden on balancing dual career demands, insufficient school support and significant stress among teachers with dual-career challenges.

Table 3: Percentage and frequency distribution Dual by Gender Imbalance in the School Environment

Gender Imbalance in the School Environment	SA	A	UD	D	SD
1. The gender imbalance in my school affects my teaching performance.	45 (30%)	50 (33.3%)	25 (16.7%)	20 (13.3%)	10 (6.7%)
2. I feel that there are fewer opportunities for female teachers to advance in my school.	50 (33.3%)	40 (26.7%)	30 (20%)	20 (13.3%)	10 (6.7%)
3. Gender biases in the school environment make it harder for female teachers to be recognized for their performance.	55 (36.7%)	45 (30%)	25 (16.7%)	15 (10%)	10 (6.7%)
4. The school's policies are effective in addressing gender imbalance issues.	20 (13.3%)	30 (20%)	40 (26.7%)	40 (26.7%)	20 (13.3%)
5. Female teachers are given equal opportunities for professional development compared to their male counterparts.	25 (16.7%)	35 (23.3%)	45 (30%)	30 (20%)	15 (10%)

Table 03 Gender Imbalance in the School Environment data provides insights into how respondents view gender dynamics affecting their ability to perform as teachers, advance in their careers and influence policy at their schools. Most (63.3%) of them think that gender imbalance influences their teaching capability, 30% strongly agree, and 33.3% agree to it. Moreover, 36.7% strongly agreed that gender bias makes it harder for female teachers to get noticed, with another 30% agreeing and 60% feeling there are fewer advancement opportunities for female teachers.

However, there was significant doubt as to whether school policies could solve the problem of gender inequity. Just 33.3% agree or strongly agree that these policies are effective, with a total of 53.4% disagreeing or neutral on the matter. Attitudes are split when viewing professional development opportunities: 40% agree that female teachers have the same access, 30% disagree, and another 30% expressed no opinion. This data suggests that the perception is that better policy enactment and support for gender equity need to be addressed within the school climate.

Table 04 : Simple linear regression analysis on female teacher performance

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	62.017	2.404		25.801	.000
Dual Career Responsibilities	-.220	.054	-.119	-4.097	.000
Gender Imbalance in the School Environment	-.306	.069	-.425	-4.431	.000
Work-Life Balance and School Culture	-.739	.230	-.274	-3.207	.002
Support Systems and Professional Development	-.007	.004	-.208	-1.543	.125
R	0.949				
R Squared	0.901				
Adj. R Squared	0.898				

Table 4 showed the simple linear regression analysis provides insights into the factors affecting female teacher performance in a gender-imbalanced school environment. The model's R-value of 0.949 suggests a strong correlation between the independent variables and female teacher performance. An R-squared value of 0.901 indicates that the model explains 90.1% of the variance in teacher performance. In contrast, the adjusted R-squared value of 0.898 confirms that the model is a good fit, even after adjusting for the number of predictors. Each variable's effect on performance is evaluated through unstandardized and standardized coefficients. Dual Career Responsibilities have a negative impact on performance, with a significant unstandardized coefficient of -0.220 (p = .000), indicating that as dual career responsibilities increase, performance slightly decreases. Similarly, Gender Imbalance in the School Environment shows a more substantial negative effect (B = -0.306, p = .000), suggesting that gender imbalance is a stronger predictor of reduced performance. Work-life balance and School Culture also negatively impact performance (B = -0.739, p = .002), indicating a significant effect on female teachers' ability to perform when work-life balance is strained. However, Support Systems and Professional Development (B = -0.007, p = .125) are not statistically significant in this model, implying that support systems may not have as immediate an effect on performance as the other factors.

The results indicates that gender imbalance, dual career responsibilities, and work-life balance are significant predictors of female teacher performance, with gender imbalance having the most substantial impact. Support systems, while potentially beneficial, do not show a statistically significant direct effect on performance in this model.

Discussion

This research highlights systemic barriers against female teachers in some gender-imbalanced school environments to perform effectively, revealed by interlinked challenges of dual career demands, gender imbalance per se, balance between work and family life, and perception regarding support from professional development systems. The presence of dual career responsibilities has adverse effects on the performance of teachers, as literature has documented that balancing multiple role raises stress and reduces job efficiency (Cinamon & Rich, 2005). Likewise, the school climate of gender imbalance was found to be the most salient predictor for lower performance, indicating that perceived unfairness negatively impacts female professionals' engagement and success (Ellemers, 2014). This finding is in line with the literature that describes how women are often less recognized and have fewer opportunities for advancement due to gender-biased behaviors, leading to a more significant lack of job satisfaction (van Veelen et al., 2019).

Work-life balance and school culture highlight the need for institutional support for female teachers reconciling dual roles. Existing studies indicate that fulfilling needed school climates are likely to be associated with increased teacher job satisfaction and effectiveness (Greenhaus & Allen, 2011). Nonetheless, the nonsignificant effects of both support systems and professional development indicate that system supports may exist without the access or influence needed to alleviate the day-to-day difficulties experienced by these teachers. This result echoes the work by Rudman and Glick (2008), who posit that systems of support may only be strong enough to buffer against occupational gender-appropriate stressors in the workplace if they are purposefully activated and made salient. this study summarizes the above-combined quotes Together, these two findings provide essential information on how dual career demands and gender imbalance affect female teacher performance abstract. These problems could be solved at school through inclusionary action and awareness of gender equity, creating a climate that provides answers to real-life balance. More research into targeted interventions aimed at mitigating performance-inhibiting gender effects and their longitudinal impact would contribute to breaking down this discriminatory landscape in education.

Conclusion

The study found that female schoolteachers in gender-imbalanced distributions of school environments experience high levels of challenges, which has a significant impact on their effective

functioning. These challenges arise from the confluence of dual career responsibilities, gender imbalance, work-life balance issues, and a lack of proper support systems. Gender imbalance and dual career demands emerge as critical predictors of performance diminution. Thus, reflection on institutional structures to ensure fair and inclusive working conditions is warranted. This study stresses the need for policies and practices that recognize the dual roles of female teachers, the need to recognize their contribution and provide equal opportunities to move up in career path, mentoring and other professional development opportunities. By considering these factors, schools can build a more supportive environment that ultimately increases job satisfaction and the well-being of teachers as well as overall performance. Future research needs to investigate the effects of specific interventions designed to mitigate gender-related barriers and enhance gender-based support systems so that the needs of female educators are more effectively accommodated in gender-imbalanced environments.

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